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ABSTRACT

In Fall 1984, the Library User Education (LUE) coordinator of Jerome Library at Bowling Green State University introduced a library research skills component to a writing course required of all undergraduate students. The component consisted of two parts: a self-guided tour with questions, and basic library research skills guides with worksheets (both are appended). A special research assistance desk was also set up in the library. In spring 1985, an evaluation was done to determine the frequency of use and satisfaction of students who used the research desk, to determine the effectiveness of the library research skills guides and worksheets, and to identify problems and make suggestions. Data were collected from student questionnaires, faculty questionnaires, reference librarian questionnaires, a research process log sheet completed by students, and a course transactions sheet. From the data it was concluded that the research assistance desk was viewed favorably by both the students and faculty and the basic library research guides had clear instructions. Some problems were identified (e.g., too many students assigned to one topic), and several recommendations were made that have been implemented (e.g., have the special desk again). The student and faculty evaluation questionnaires are also appended. (Author/THC)

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ED266783

REPORT OF ENG 112
LIBRARY RESEARCH SKILLS EVALUATION

May, 1985

Prepared by
Bonnie Gratch
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IR051438

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Report of ENG 112 Library Research Skills Evaluation

May, 1985

INTRODUCTION

Since early 1980 the LUE (Library User Education) Coordinator of Jerome Library and the Director of the General Studies in Writing of the English Department at Bowling Green State University have been working jointly to offer a library research skills component in English 112. This course, called "Varieties in Writing," is required of all undergraduate students in order to fulfill the writing proficiency requirement. The library research skills component enabled students to locate library resources (i.e. encyclopedias, books, journal articles, etc.) for their ENG 112 research papers. Prior to Fall 1984 students acquired these library research skills through a series of exercises in a workbook and a library tourgiven by the library staff. With nearly 4,000 students a year in ENG 112 it became increasingly difficult for the librarians to correct the workbook and to give students a tour of the library.

During the Fall 1984 semester a new approach to teaching ENG 112 students library research skills was introduced by the LUE Coordinator. The new approach consisted of two parts: "Self-Guided Tour With Questions" and "Basic Library Research Skills Guides With Worksheets." (See copies in the Appendix.) The "Self-Guided Tour With Questions" is designed for students to learn where services, collections, and basic research tools are physically located. The tour is done individually by the ENG 112 student and is corrected by library staff. If students answered incorrectly certain questions, they were instructed to meet with a librarian to clarify the misunderstood material. The "Basic Library Research Skills Guides With Worksheets" are designed to guide students through four steps in a search strategy: 1) Planning for Research Search Strategy; 2) Finding Background Information; 3) Finding Books; 4) Finding Articles in Periodicals. These four guides and corresponding worksheets are usually assigned to the ENG 112 students by their instructors two or three weeks before the research paper is due. The ENG 112 instructors evaluate the search strategy worksheets.

Towards the end of the Fall 1984 semester the LUE Coordinator decided to evaluate the "Self-Guided Tour With Questions." As students turned in their tours they were asked to complete a questionnaire evaluating the tour. From the results of the survey improvements were made to the tour, such as clearer wording, changes in the library signage, etc. As a follow-up to the informal evaluation carried out during the Fall 1984 semester, a more thorough study of reactions and attitudes of ENG 112 students and instructors was completed during the Spring 1985 semester. The evaluation had several objectives and used three distinct data-gathering methodologies. The objectives were as follows:

1. Determine the frequency of use and perceived satisfaction level of students who used the ENG 112 Research Assistance Desk.

2. Determine the effectiveness of the "Research Paper Worksheet" and accompanying "Basic Skills Guides." Effectiveness was assessed by instructor and student responses to specific items on a questionnaire and by student term paper bibliography/research log performance.

3. Identify problems or suggestions which would lead to improved instructional materials or procedures.

METHODOLOGY

A multiple-methods approach was designed that combined questionnaire data obtained from a five-section random sample of ENG 112 students, all ENG 112 instructors, and Information Services reference librarians; and performance data obtained from a rating of a four-section random sample of research paper bibliographies and search logs. Other data that was gathered and analyzed includes the daily record of the ENG 112 questions handled at the main reference desk and those handled at the ENG 112 Research Paper Assistance Desk.

Data collection instruments developed by Bonnie Gratch and Charlene York include a student questionnaire, a faculty questionnaire, a reference librarian questionnaire, a research process log sheet, and an ENG 112 Transactions sheet.* The development of the research process log sheet and the rating criteria for bibliographies/logs was based on prior research carried out by Bonnie Gratch. This technique for obtaining performance data was selected because it is unobtrusive and more closely reflects the instructional objectives of research paper LUE. Since the instructional objectives stress the research process, not the retention of an understanding of filing rules, elements of a citation, or other types of factual learning, use of a pre/post-test design was not considered.

The conclusions and recommendations will directly follow for the benefit of those readers who have less time to pour over the data. However, detailed findings are presented for the results of each of the data collection efforts and these should be consulted to understand the basis for the conclusions.

CONCLUSIONS AND RECOMMENDATIONS

ENG 112 Library Research Desk

Overall, the data suggest very positive perceptions of and reactions to the service provided by the ENG 112 Desk. On a scale of 1-5 with 5 being the best rating, 75% of the students circled a 5 or 4 to indicate that the service provided was helpful. Ninety-five percent circled 5 or 4, indicating that the service was courteous. Eighty-eight percent of the faculty respondents marked that they thought the assistance provided was adequate. While there are no such data from other years to compare with to determine if more ENG 112 questions were asekd, it is clear that the ENG 112 Desk did handle double the amount of questions per day on the average. But is a separate service desk really needed? Apparently, student respondents who used the Reference Desk were just as satisfied, since 76.3% circled a 5 or 4 to indicate that the service provided was helpful and 85% circled 5 or 4 for courteous service. Clearly, ENG 112 instructors support the idea of a separate service desk, as 88% favored providing one on a regular basis. However, it is my feeling that although desirable and, perhaps, politically very wise to have such a visible service for the undergraduates, it is not essential if the following conditions are satisfied:

1. During the 4 or 5 week "peak" period of ENG 112 research paper activity, add a third librarian or a well trained ENG 112 instructor to the Reference Desk during the 7-10 p.m. time period and possibly Sunday evenings.

*Examples of each are appended to this report.

2. Identify the desk by a small sign or a button that the librarians could wear. The message conveyed should invite questions. Perhaps, "We're here for you ENG 112 students"; or "No Questions Is Too Simple --- So Ask Away, ENG 112 Students"; or

   Correct Answers - - $5.00
   Incorrect Answers - $2.00
   ENG 112 Questions are free!

3. Encourage the reference librarians to prepare themselves to become more involved with topic selection questions. If an ENG 112 instructor can be used on the Reference Desk, this person could assist in training the librarians.

If these conditions are satisfied, we can provide the special service for ENG 112 students that the data indicate are desired. Additionally, the quality of service should be more consistent and higher than the experience this past spring.

Research Paper Assignment

The "Research Paper Worksheet" and accompanying "Basic Library Research Skills Guides" were designed to guide students through at least three or four of the steps in a search strategy to find information in support of their actual research paper topics. Since the instruction is based entirely on these self-paced materials, and on the assumption that students will read most of the information, findings overall are fairly positive. Combining the student responses for the highest and second highest rating results in 54% stating that the research paper worksheet was clear. Only 15% thought it was too simple or elementary, and 62% would recommend it to a friend who was researching a topic. However, one cannot ignore that only 31% circled the highest or second highest rating to indicate that it was helpful for finding information for their topics. In fact, 26% circled the lower two ratings, which would indicate that they didn't think it was helpful.

Faculty respondents, on the other hand, were much more supportive of the assignment. Seventy percent rated it as extremely effective or effective; no one marked that it was ineffective. What conclusions can possible be drawn from this seemingly conflicting data.

Several clear messages can be "read" from the data. First of all, 50% of the students indicated that they had problems in looking for and/or finding information. This extremely high percentage is probably atypical, but is predictable when instructors allow so many students to research the same topic. What is unkown about this sample is to what extent the choice of topic was responsible for the problems encountered and the feeling that the worksheet was not helpful. We do know that the other student sample, for which we analyzed bibliographies and library research logs, reported numerous problems in not finding books and periodicals on the shelves. Without a doubt, their problems can be attributed to their instructor allowing so many of them to research the same topic. Out of 56 students, about 15%-20% were writing on the Manson murders or Kent State tragedy. For each topic, at least 7 or more students were competing for the same limited resources. Clearly, this kind of situation is undesirable and results in student frustration with library resources.

Second, according to the student respondents, nearly half of them (44%) had previously used most of the reference books required by the research assignment

While this claim may be slightly exaggerated, for those who really had used most of them before, it isn't hard to understand why they didn't find the assignment very helpful.

Third, based on written comments from students and faculty, the usefulness of the assignment is dependent on the student's topic. Theoretically, one can argue that any topic can be supported by at least two different kinds of sources. The library research paper worksheet assignment required students to search for relevant information in three different types of information. However, unless ENG 112 faculty make it clear to students that they expect some variety in information sources, many students continue to write their papers based on information from books only or popular periodicals only.

RECOMMENDATIONS FOR ACTION

1. Publicize to ENG 112 faculty that librarians are available to make presentations to explain search strategy or to address the library research eeds of a particular class. By so doing we can overcome, to a limited extent, the inherent disadvantages of expecting freshmen to understand, solely by reading and doing, a fairly complicated process.

2. Coordinator of LUE should meet with coordinator of ENG 112 to discuss ways that selection of topics can be improved. At the minimum, perhaps, the coordinator of ENG 112 can distribute a memo requesting that not more than one person in a section should be researching the same topic.

3. Coordinator of LUE should continue to seek additional ways to meet with ENG 112 instructors to explain the library research assignment and to obtain their commitment to the merit of searching for information in more than one type of source. Practical "do's and don'ts" could also be covered in such a session. At present, she is allotted 20-30 munites in a class that prepares graduate students for teaching ENG 111 and 112. The subject specialist for English also meets briefly with potential ENG 112 instructors during graduate student orientation.

4. Coordinator of LUE should obtain input from a couple of interested ENG 112 instructors regarding the future revision of the materials. Future revision should focus more on evaluating the quality of information, especially that of popular periodicals and scholarly journals.

5. In order to plan for a future revision, coordinator of LUE and another librarian could request to correct the worksheets from a sample of sections.

6. Any revision should include a means to channel those students needing biographical information to the reference librarian and/or the various Biography Research Aids.

7. Future revision of the research paper worksheet might include some of the elements of a research log, so that the notion of an on-going process of information seeking is emphasized.

FINDINGS

Since four different data-gathering instruments were used, the results are reported separately for each.

Student Questionnaire

Qustionnaires were returned for three of the five sections, providing a total of 63 questionnaires for analysis.* The following table details the number of respondents and percentages in parentheses for the nine questions.

TABLE 1

	5	4	3	2	1	
1. The Research Paper Worksheet was: (Circle the number that most clearly represents your assessment)						
helpful for finding material on my topic (n=61)	1(1.6%)	18(29%)	26(42%)	12(19.7%)	4(6.5%)	not helpful
well organized (n=63)	9(14%)	22(34.4%)	22(34.4%)	8(12.5%)	2(3.1%)	poorly organized
too simple or elementary (n=62)	3(4.8%)	6(9.7%)	47(75.8%)	6(9.7%)	0	too complicated
clear (n=57)	7(12.3%)	24(42.1%)	20(35.1%)	4(7%)	2(3.5%)	confusing

2. Was this the first time you used the reference books listed in the Basic Research Skills Guide? (n=61)

Yes, Most of the sources listed were new to me = 17(27.9%)
Yes, some of the sources listed were new to me = 17(27.9%)
No, used most of them before = 27(44.3%)

3. Would you recommend the Research Paper Worksheet to a friend who is researching a term topic? (n=60)

Yes = 27(45%) No = 23(38%) Yes, if.... = 10(16.7%)

Comments: Of the 6 respondents who provided a written statement in the blank after "Yes, if..." 3 of the 6 indicated they would recommend if the friend had never done library research before, 2 said "to get them started," and 1 responded "if brought up to a more informative level for college students."

* N varied from question to question, since not all the 63 respondents answered each question.

4. Did you encounter any problems in looking for and/or finding information in the library for your topic? (n=60)

Yes = 30(50%) No = 30 (50%)

Comments: The majority of problems identified had to do with not finding the books or periodicals. Twenty-three responses were noted. Those with more than 2 people identifying the same problem are:

- books not on the shelves or missing = 5 respondents identified this problem
- pages ripped out of magazines = 3
- most (or all) of the books on my topic checked out = 4
- most of the magazines I needed not on shelves = 4

5. Did you get assistance at the Reference Desk = 22(34.9%)
ENG 112 Research Paper
Assistance Desk = 6(9.5%)
Both Reference and
ENG 112 Desks = 14(22.2%)
Didn't ask for assistance
from library staff = 21(33.3%)

6. If you asked for assistance at the Reference Desk, how would you rate the quality of assistance provided? (Circle the number that most closely represents your assessment.)

	5	4	3	2	1	
helpful (n=38)	12(31.6%)	17(44.7%)	5(13.2%)	2(5.3%)	2(5.3%)	not helpful
courteous (n=35)	16(45.7%)	14(40%)	5(14.3%)	0	0	discourteous

7. If you asked for assistance at the ENG 112 Desk, how would you rate the quality of the assistance provided?

	5	4	3	2	1	
helpful (n=20)	6(30%)	9(45%)	4(20%)	0	1(5%)	not helpful
courteous (n=19)	9(47.4%)	9(47.4%)	1(5.3%)	0	0	discourteous

8. Do you have any suggestions or comments to make about the Research Paper Worksheet or using the library?

Comments: Seventeen students provided comments. Five of the 17 were laudatory about the worksheet or library services and staff. The remainder were suggestions, such as "shouldn't be mandatory/waste of time " = 2; "more help needed in Periodicals to get them back on the shelves" = 2; "need more help at Research Desk" = 1.

9. What is your level at BGSU? (n=63)

Freshman =	52(83%)	Junior =	2(3.3%)
Sophomore =	8(13.1%)	Senior =	1(1.6%)

Faculty Questionnaire

Of the 72 questionnaires mailed, 33 were completed and returned for a response rate of 46%. Results follow.

1. The Self-Guided Tour With Questions seemed effective in orienting students to basic resources in the library. (n=33)

Yes = 29(87.9%) No = 2(6.1%) Don't know = 2(6.1%)

Comments: Far better than last year's group tours (3 people commented)
Add a question for Reserve Room (1)
Wish tour could be in ENG 111 (2)
No complaints from students at all; students liked it (3)

2. Please indicate your opinion about the effectiveness of the Research Paper Worksheet exercises in preparing your students to find a variety of information sources for their library research paper. (n=33)

Extremely effective	Effective	Slightly effective	Not effective	No opinion
3(9.1%)	21(63.7%)	8(24.2%)	0	1(3.0%)

3. As far as you know, your students received adequate assistance at the Reference Desk or the ENG 112 Research Paper Assistance Desk. (n=33)

Yes = 29(87.9%) No = 4(12.1%)

Comments: Two of the 4 who marked "No" offered comments. One said that some of her students complained that the ENG 112 Desk was always jammed. The other explained that he received positive feedback regarding Reference Desk but mixed reviews about ENG 112 Desk.

4. Do you think the ENG 112 Research Paper Assistance Desk should be offered on a regular basis? (n=33)

Yes = 29(87.9%) No = 1 (3.0%) Yes...if = 3(9.1%)

Comments: Both of the 2 who offered comments suggested the need for a more consistent quality of assistance.

5. Any other suggestions or comments?

Sixteen people offered suggestions or comments. A variety of these follow with the number of persons offering the comment listed after.

- Very helpful; keep it up; my students have benefitted (7).
- Are librarians available to speak to individual 112 classes? (1)
- I think an 8-week library course would be most beneficial to all freshmen (1).
- Library people have the best intentions, but students still go to the popular, slick-cover magazines and put into their papers what they naively believe to be solid information. Address this problem, and you'll do some good (1).
- Many topics don't require a variety of information sources, perhaps these students could make better use of their time (1).

One of the ENG 112 instructors who staffed the ENG 112 Desk prepared a descriptive assessment of her experience. In summary, she believes the ENG 112 Desk was extremely valuable and feels it serves student needs that are, perhaps, not well served by the Reference Desk.

Analysis of Research Paper Bibliographies and Research Logs

Four sections were randomly selected, and arrangements were made with the instructors that their students would complete a "Library Research Log," instead of the green "Research Paper Worksheet." The research log was designed to document the search process, tracing every step. We asked the instructors to present the log as a typical assignment, not as "something the library wants you to do." Due to unforeseen problems, only two instructors were able to participate, but we asked each to distribute the "Library Research Log" to both sections they taught. Therefore, our sample consisted of four sections, and differences attributed to effects of the instructor were minimized. The total number of research logs, and research papers used for analysis was only 28 because of one instructor giving his students the option to complete it.

The analysis included a numerical rating of the bibliography and the research log. We had copies of the entire paper so that we had a clear idea of the topic. The criteria used for the ratings are reproduced here as follows:

CRITERIA SCORE

1. Variety

   7 or more = 3 _____
   5-6 = 2 _____
   3-4 = 1 _____
   2 or less = 0 _____

2. Type of Material

   Topic warrants combination of types, used only 1 type = 1 _____

   Topic warrants combination, used 2 types = 2 _____

   Topic warrants combination, used more than 2 types = 3 _____

   (Deduct .5 for lack of currency or poor quality sources, e.g. World Book, etc.)

3. Format

   All the components in right order = 1 _____

   (Deduct .5 for extraneous components or if components are out of order. If in order but missing components, assign 0)

   Correct alphabetical order, identation and spacing = 1 _____

   Consistency of correct punctuation = 1 _____

   (More than 2 of the same errors = 0)

4. Search strategy

   Topic warrants 3 types:

   Tried 3 types of source = 3 _____
   Tried 2 types only = 2 _____
   Tried 1 type only = 1 _____

   Topic warrants less than 3 types:
   Tried at least 2 types = 3 _____
   (Add .5 if more than minimum tried)

   Total number of points _____

Both the raters thoroughly discussed the criteria, even settling varying interpretations. Each paper was rated by both raters. The total number of points assigned ranged from 5 to 12. Mean score is 9.1; median equals 9; and the mode is also 9. Considering that 12 is the highest score possible, 9 is not too bad. However, since this turned out to be such a small sample, lacking a typical variety of topics and a control group, these descriptive statistics really don't offer any conclusive data. More informative, perhaps, are insights we gained from such a close examination of the papers, bibliographies, and search processes. For example:

1. ENG 112 instructors don't necessarily value a search strategy process that stresses a variety of sources. Comments made on the faculty questionnaire and the kinds of topics which are approved for students support this observation.

2. Topics approved for the research paper are not always appropriate vis-a-vis the library's collections and the objectives of the LUE assignment. In one section, 10 or more students had the same topics, and nearly all of them identified problems in finding the books or journal articles. No wonder!

3. The majority of students used books and popular magazines or just books. Only 3 of 28 cited the use of a scholarly journal.

4. Numerous students seemed to complete the research log without following the directions specified on the research paper worksheet. Perhaps, instructors did not require that they read the worksheet.

5. A little over half of the students indicated they received assistance from the Reference Desk or the ENG 112 Desk.

Tally of ENG 112 Questions at Reference Desk and ENG 112 Desk

It is quite useful to know how many ENG 112 questions were handled at the ENG 112 Desk and the Reference Desk over the 24 day period that service was offered at the ENG 112 Desk. This desk was staffed 6 hours per day, Monday through Thursday and 5.5 hours on Sunday. The five-week period went from February 4 - March 7, a period when we were told most of the students would be researching their paper topics. The following table provides a nearly complete analysis of the daily tallies. Studying the daily totals also reveals that more questions were handled at both desks, but particularly the ENG 112 Desk, during the first three weeks. In fact, the number of questions really tapered off by the middle of the fourth week.

TABLE 2

Comparison of ENG 112 Questions Handled at
ENG 112 Desk and Reference Desk

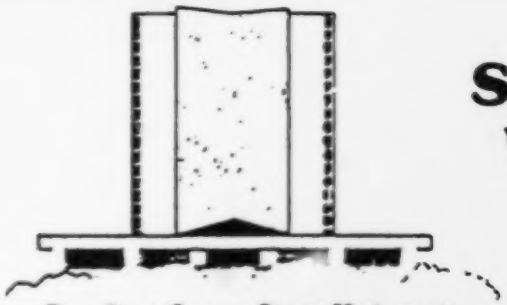
	ENG 112 Desk	Reference Desk
Number of questions for week-days (n=20)	Total = 597 Mean = 30/week-day	Total = 337 Mean = 17/week-day
Number of questions for Sundays (n=4)	Total = 159 Mean = 40/Sunday	Total = 74 Mean = 18/Sunday
Totals for entire 24 day period	Total = 756 Mean = 38/day	Total = 411 Mean = 17/day
Grand totals for entire 24 day period at both service desks Total = 1167 Mean = 49/day		
Greatest number in 1 day	Thur. 2/7 = 63	Wed. 2/6 = 56
Fewest number in 1 day	Wed. 2/20 = 4	Tue. 3/5 = 0
Number of questions by time period 10:30-noon	Total = 88 Mean = 4	Total = 46 Mean = 2
1:00-3:00 pm	not staffed	Total = 57 Mean = 2
3:00-5:00 pm	Total = 327 Mean = 14	Total = 57 Mean = 2
7:00-9:30 pm	Total = 381 Mean = 16	Total = 136 Mean = 6
After 9:30 pm	not staffed	Total = 50 Mean = 2

An important observation to stress is that during this five-week period for the hours mentioned, an average of 49 ENG 112 questions were asked each day. A much higher number of questions was asked on Sundays -- an average of 58 each Sunday.

Reference Librarians' Reactions

Of the six reference librarians who provided reactions, all but 1 agreed that a separate service deskk for ENG 112 students is desirable. Everyone felt that although there are certain advantages to having ENG 112 instructors help staff the desk, they didn't favor instructors staffing a service desk unless they were very well trained. One librarian preferred having a separate desk for all research paper questions, instead of limiting it to ENG 112 students.

APPENDIX



SELF GUIDED TOUR WITH QUESTIONS

Bowling Green State University — Library and Learning Resources

Welcome to Jerome Library, the main library for BGSU. Don't let the size of the building intimidate you. You'll discover that it's not that difficult to know your way around, once you've completed this tour. You'll also discover that most of the major services are on the 1st floor.

In addition to Jerome Library, there is one other library on campus; the Frank C. Ogg Science and Health Library. Materials for science, health, computer science and technology are located there on the 3rd and 4th floors of the Mathematical Sciences Building.

This self-guided tour will familiarize you with the locations and functions of some of Jerome Library's resources and facilities. It takes you to all the floors. The tour also explains procedures for locating and borrowing books and finding magazines. The tour is not designed to eliminate the need to consult librarians for assistance in locating and using materials. Rather, the tour should make you feel more comfortable using the library for your research paper assignments.

As you take the tour, answer the multiple-choice questions. These questions are intended to: 1) draw your attention to some of the library's most important features, and 2) give you practice applying some of the skills that will increase your chances of finding information when you need it. When completed, transfer your answers to the answer box on the back side of the last page.

If you have any questions about the tour, don't hesitate to ask a librarian at the 1st floor Reference/Information Desk. When completed, return this to your instructor. S/he will collect and send your section's tours to the library, and library staff will correct these and return them to your instructor. If particular questions are missed, you will be referred to a librarian so any misunderstandings can be corrected.

In addition to the floor-plan reproduced on the next page, look for overhead signs with red markers indicating the tour item number. These will guide you from location to location on the tour. The numbers on the floor-plan on the next page correspond to the numbered tour stops for first floor locations.

Name _____

Section No. _____

Due Date _____

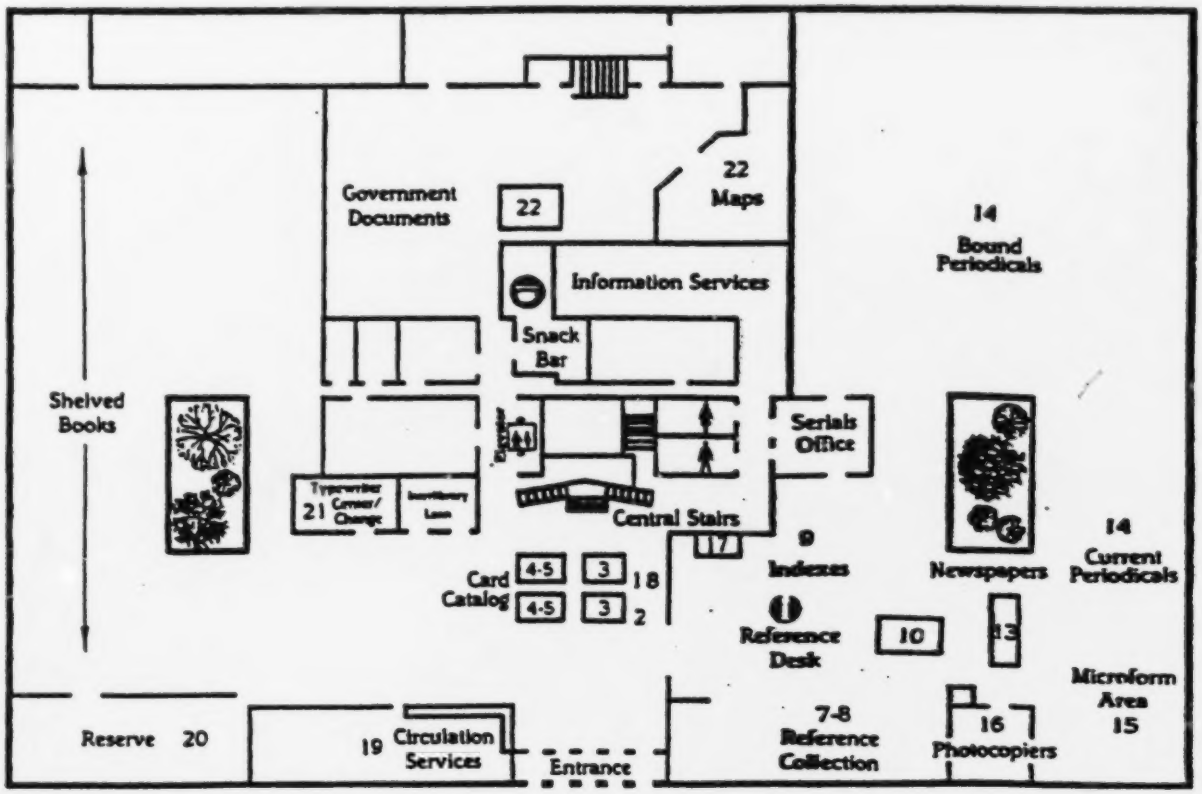
FOR LIBRARY USE ONLY

Score _____ out of 11

Referred to librarian? ___ Yes ___ No

Regarding question #(s) _____

Librarian's signature _____



Begin the tour at the REFERENCE/INFORMATION DESK.

1. REFERENCE/INFORMATION

This desk is staffed by librarians nearly all the hours the building is open. Librarians are located here to provide you with assistance you may need in using the library. Questions are encouraged! There are no questions too simple or too stupid, so please ask.

2. LIBRARY OF CONGRESS SUBJECT HEADINGS (Look for copies next to Subject Catalog and one copy next to Reference Desk)

STOPS 2-5 FINDING BOOKS

Sometimes it is difficult to guess which terms are used in the Subject Catalog to represent books on a particular topic. For example, you might look for books on child pornography by the exact phrase "child pornography" only to find nothing listed in the Subject Catalog. If that happens, consult the Library of Congress Subject Headings. This source lists all the terms which may be used as subject headings in the catalog. Instructions for using the Library of Congress Subject Headings are available in the bins on the pillars.

✶ Look up the subject heading Short wave radio in the Library of Congress Subject Headings books. What subject heading are you being referred to?

a. Wireless radio

b. Radio, short wave

c. Radio, wireless

3. SUBJECT CARD CATALOG

✶ Now that you know the correct subject heading, go to the SUBJECT catalog and find the subject heading you identified in the preceding question. What is the call number of the first item for this subject heading?

a. SL
621.38415
E53u

b. SL
621.384166
B92a

c. SL
621.38415
K62u

Notice the big sign across from the Subject Catalog "WHAT IS NOT INCLUDED IN THESE CARD CATALOGS." The majority of material is represented in the card catalog, but some types of material are not, as indicated on this sign. There are separate catalogs on the floors where the material is located.

4. AUTHOR/TITLE CARD CATALOG

You use this part of the catalog when you know the name of the author or the title of a particular book. There are several things you should know about the filing system, so consult the handout, "How To Use The Name/Title Catalog" located in the bin on the pillar near this catalog.

✶ What is the complete call number of the first book by the:

U.S. Bureau of Indian Affairs.

a. E 97
.U5879
1978

b. 300.4
97
.U5879

c. GOV DOC
97
.U5879

5. LOCATION GUIDE (Look for the yellow colored sheets taped on the ends of the Catalogs)

Once you have a call number, where do you find the book? This Location Guide shows the floors and locations where books can be found. Notice that there are two classification schemes, Dewey Decimal and Library of Congress. With both you use the top line of the call number to determine the location of the desired book. Also pay attention to the Special Location Letters, listed in the right column.

✶ According to the LOCATION GUIDE, on which floor would you find the call number you circled for the previous question?

a. 8th

b. 4th

c. 1st

This tour does not involve your going to the stacks and actually finding a book, but you will note that the vast majority of books you can check out are located on the 1st, 7th, and 8th floors. In fact, the 7th and 8th floors contain nothing more than book stacks.

6. Books on the first floor that can be checked out are located (refer to floor plan on page 2):

✶

a. in the bound periodicals area

b. in the Reference Collection area

c. in the book stacks across from the Reserve Room

7. REFERENCE COLLECTION (With your back to card catalogs, these are the books to the right)

This collection consists of the kinds of books you will need to refer to when doing library research. Specifically, there are:

--indexes to periodicals, book reviews, essays
--encyclopedias
--phone directories and other directories of business and organizations
--bibliographies on particular subjects
--fact books and books of statistics
--and many more kinds of research tools, including the reference librarian

Like all the other books in the library, these reference books are arranged by call numbers which group them together by broad subject. You will notice that all the books in this collection have a "REF" or the word "INDEX" as the top line of the call number.

8. REFERENCE COLLECTION: GENERAL ENCYCLOPEDIAS. ➔ Go to call number REF
AE 5
.E333

While many disciplines have subject encyclopedias devoted to a whole body of knowledge, general encyclopedias, like the Encyclopedia Americana, cover all fields of knowledge.

✶ What is the title of another set of general encyclopedias located in this aisle?

a. Encyclopedia of Education

b. Collier's Encyclopedia

c. World Press Encyclopedia

9. REFERENCE INDEX AREA (Area with the low carrels across from the encyclopedias)

STOPS 9-14 FINDING PERIODICAL ARTICLES

Whenever you want to find articles in magazines, journals, or newspapers on a topic, you will use an index located in this area. There are indexes here to the contents of magazines, journals, newspapers, essays, book reviews, and more. The indexes are shelved by subject in broad subject sections.

✶ Find the Book Review section. What is the title of an index shelved in this section?

a. Reader's Reviews

b. Book Review Quarterly

c. Book Review Index

10. PERIODICALS LIST (Look for computer printouts on table near Reference Desk)

After you have used an index and determined the name of a particular magazine or journal that has an article you want to read, check this two-part list to make sure that BGSU owns it. The periodicals (i.e. magazines, journals, newspapers) are listed in this alphabetically by title. This list also tells you which years of a magazine are available and where it is shelved. Since we have many periodicals on microfiche or microfilm, it is important to read carefully the information in this Periodicals List. MICROFILM is produced on reels of film and MICROFICHE is produced on postcard-size sheets of film.

Find the listing for the periodical **Readers Digest**. Where is this periodical located?

a. **Main Library Periodicals Area**

b. **Popular Culture Library**

c. **Science Library**

11. Is this periodical in paper form and for which volumes and years?

a. **Yes, v. 6-9+, (May 1927+)**

b. **Yes, v. 7-8, 17+, (May 1928+)**

c. **No**

12. Is this periodical in microfiche or microfilm? If yes, for which volumes and years?

a. **Yes, v. 114 no. 681+, (1979+)**

b. **Yes, v. 113+, (1978+)**

c. **No**

13. PERIODICALS/MICROFORMS INFORMATION DESK

Student assistants and library staff at this desk obtain microfiche or microfilm for you; help you when you can't locate a particular magazine; and will help when you have problems using the microform readers or the photocopy machines. Current issues of certain high demand periodicals, such as Business Week and Time, are kept behind this desk. Use the "Microform Request Slip" to request microfilm or microfiche.

14. MAIN PERIODICAL AREA: CURRENT AND BOUND PERIODICALS

The Main Periodicals Area is made up of two parts: current periodicals and bound periodicals. In front of you are the current periodicals, usually the latest 6 months or so. The bound periodicals, which are older issues bound together with a hardback cover, are shelved around the carpeted area to your left. The periodicals are arranged alphabetically by title.

✶ Go to the bound periodicals area. Find the title listed in the previous question. What is the title of the periodical shelved <u>immediately</u> <u>after</u> it?

a. Reading Research Quarterly

b. Reading Improvement

c. Real Estate

15. COLLEGE CATALOG COLLECTION ON MICROFICHE (Look for this along the wall near the microform viewing machines)

This collection of microfiche contains course catalogs of nearly all the colleges and universities in the U.S. To find a specific catalog consult the paper booklet "Index by State and Name."

16. PHOTOCOPY MACHINES (Look for room near Periodicals/Microform Desk)

Here is where you can make copies of periodical articles or any other paper copy materials. Just outside this room, located near the microform readers, are machines which make paper copies of the microfiche or microfilm.

17. O.C.L.C. COMPUTER TERMINAL (Look for the overhead sign in Index Area)

Some students incorrectly think this terminal is connected to the university computer or that it is BGSU's online card catalog. Wrong! While much of the material BGSU owns is recorded in the database, you can't search by subject. Thousands of libraries have entered their cataloging records into the database. One of the main uses of this terminal is for determining what library owns material that we don't, so we can request interlibrary loans. For more information, refer to the handout "How To Use the OCLC Terminal."

18. LIBRARY PUBLICATIONS (Look for the case of colored papers, located in the Index Area)

These free materials are prepared by librarians. Some of them list reference sources on particular subjects ("Research Aid"); others explain the use of specific tools ("How To Use"); and still others describe library collections and services ("Guides").

19. CIRCULATION COUNTER

In addition to checking out and returning materials at this counter, you can also make inquiries about the status of books you are unable to locate. The Library Guide "Circulation Services," which is located on the counter, explains in detail your borrowing privileges and responsibilities.

20. **RESERVE ROOM (Beyond Circulation Counter near the book stacks)**

When your course instructors tell you to use material in the library that they've put on reserve, this is the location to which they're referring. You'll also note the television monitors. Videotapes may be viewed here from WBGU's collection.

21. **CHANGE COUNTER/TYPING ROOM (Across from Circulation Counter, near Alumni Lounge)**

Change for the photocopiers and snack room vending machines is available here. If you'd like to use one of the rental electric typewriters, you can make arrangements at this counter.

22. **GOVERNMENT DOCUMENTS/MAPS (Proceed beyond the elevators and snack room)**

This area contains U.S. and Ohio government publications on nearly every topic. Since few of these are listed in the main card catalog, you'll need to use the special catalogs and indexes in this area.

23. **CURRICULUM RESOURCES CENTER -- 2nd floor**

In support of the teacher education programs, this collection contains curriculum guides, textbooks, children's literature, and audio-visual instructional materials for preschool through the secondary level.

24. **MUSIC LIBRARY -- 3rd floor**

Books about music, records, and scores are located in this collection. You can listen to records here at one of the listening stations, but only faculty and graduate students can borrow recordings and tapes. To find out if we have a particular recording, check the card catalog on this floor. Books about music and musicians are listed in the main card catalog on the first floor.

25. **POPULAR CULTURE -- 4th floor**

This is a unique collection of materials which document popular culture. You'll find a good science fiction and popular fiction collection, as well as non-book materials like buttons, baseball and football cards, film posters, and so much more. It's fun to browse in this collection.

26. **CENTER FOR ARCHIVAL COLLECTIONS -- 5th floor**

This floor and the 6th floor house the rare books, archives, manuscripts and special collections. Of particular interest is the card catalog index to the BG News. You may want to use this some time when you're trying to determine which issue had that article you remember reading in the BG News.

27. **7th AND 8th FLOORS -- BOOKS, BOOKS, BOOKS!**

No need to go any higher until you begin your search for information in support of your research paper. The top two floors, known as the stacks, contain the vast majority of the books which may be checked out.

YOU'VE COMPLETED THE TOUR OF JEROME LIBRARY. TRANSFER YOUR ANSWERS IN THE SPACE BELOW. RETURN THE TOUR TO YOUR INSTRUCTOR.

* *

RECORD YOUR ANSWERS HERE

2. _____
3. _____
4. _____
5. _____
6. _____
8. _____
9. _____
10. _____
11. _____
12. _____
14. _____

INTRODUCTION TO BASIC RESEARCH SKILLS GUIDES AND RESEARCH PAPER WORKSHEET

Purpose

The purpose of the "Basic Research Skills Guides and Research Paper Worksheet" is to lead you through the steps of a "search strategy" which you will do to identify suitable information for your research paper. When completed, you'll have the beginning of your working bibliography for your paper.

Procedure

In order to complete the guides and worksheets, you will have to read each of the four "Basic Research Skills" guides. These guides are contained in your packet. Please read them CAREFULLY! After reading the guides you will be required to fill out a "Research Paper Worksheet" for each of the four guides. These worksheets are attached to the front of each of the guides. While the reference librarians will assist you along the way with your search strategy, they will assume you have read the guides.

The techniques associated with taking notes, organizing and writing your paper, and preparing your footnotes and bibliography are covered in your text Writing Research Papers and will be discussed in class.

You have the option of recording the bibliographic information for the sources you find on the worksheets in the designated boxes, or on bibliography cards. Whatever you select must be turned in to your instructor by the dates assigned.

Your instructor will check either these worksheets or your working bibliography card before you write your paper so that you will have time to follow through on suggestions. Remember, you always have the option of asking for assistance at the Reference/Information Desk. If you feel you're getting nowhere fast, give the reference librarian an opportunity to assist. THIS IS NOT A TEST! THIS IS NOT A BUSY WORK EXERCISE! This assignment is your first step in gathering information for your research paper.

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Name_____ Section_____

Due Dates

Record the due dates your instructor assigns below.

➧ Due Date for Worksheet - Units 1 and 2 _____

Your worksheet will be evaluated to see whether you:

1. found an appropriate source for background information on your topic and which allowed you to focus your topic
2. have a workable topic or thesis statement that's neither too broad nor too narrow for the length of the assigned paper

➧ Due Date for Worksheet - Units 3 and 4 _____

Your worksheet will be evaluated to see whether you:

1. found 3 books and 4 periodical articles about your topic
2. used correct bibliographic form, following the MLA format used in your text, when listing the books and articles you found
3. evaluated the appropriateness of the sources you found about your topic
4. demonstrated an understanding of actions you might take, if necessary, to find additional information on your topic

➧ Due Date for Paper and any other items assigned, such as outline, bibliography, cards, and note cards. _____

RESEARCH PAPER WORKSHEET - UNIT 1

Unit 1: Starting Your Research

Begin by reading the Basic Research Skills Guide #1, "Planning For Research: Search Strategy" (attached to this worksheet). It provides guidelines for choosing and restricting a topic and a model search strategy.

At this point, you probably have only a general idea of your topic. After completing Unit 2, you should be prepared to restrict your topic to a particular aspect that interests you.

State your general idea for the research paper topic: _____

_____

_____

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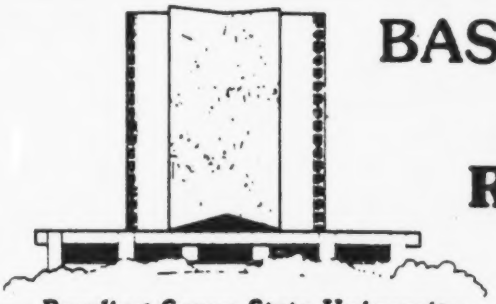


BASIC RESEARCH SKILLS

#1 PLANNING FOR RESEARCH: SEARCH STRATEGY

Bowling Green State University — Library and Learning Resources

This unit will cover:

1. Choosing a Topic
2. Finding Background Information
3. Restricting the Topic
4. Developing a Thesis Statement or Research Question
5. Planning a Search Strategy

Choosing a Topic

1. Choose a topic that interests you and one which you can make interesting to your reader(s).

2. Choose a topic that you can cover adequately within the prescribed time allowed for the paper and within the prescribed length of the paper.

3. Choose a topic that is suitable for library research.

   DO...Choose a topic that will require research in order to support, prove or draw conclusions about your topic.

   DO NOT...Choose a topic that could be developed entirely from personal experience or knowledge, therefore requiring no research.

   DO...Choose a topic for which there is sufficient material and that will require examination of many sources.

   DO NOT...Choose a topic so new or of such limited, local interest that you will have trouble finding enough information about it.

   Avoid topics that could be developed from a single source.

   NOTE: If you choose a biographical topic (i.e. writing a paper about a famous person) see a reference librarian and ask for the Research Aid "Biography." This aid will refer you to other sources on your topic.

Finding Background Information

After you have chosen a topic that interests you, you are ready to begin the first phase of the research process: finding background information. Background reading helps you restrict your focus so that you can limit both the amount of time spent in research and also write a well-developed paper.

Background sources, such as encyclopedia articles or news summaries, provide an overview that will give you ideas for limiting your topic, and they usually also suggest specific sources for further reading, thus giving you a head start in compiling your working bibliography.

The Basic Research Skills Guide #2 "Finding Background Information" explains this step of the research process and lists many sources which may prove useful for your research.

Restricting A Topic

While doing background reading on your topic, you should be thinking of ways to narrow or restrict your topic. The following list describes some of the ways topics can be limited.

LIMITING FACTORS	GENERAL SUBJECT	MORE RESTRICTED TOPIC	PARTICULAR ASPECT OF TOPIC
1. time span	the 20th century	the 1960's	fads of the 1960's
2. place	Africa	South Africa	apartheid practices in South Africa
3. discipline	child abuse	psychological viewpoints	psychological effects of abused children
4. specific group	handicapped	deaf	deaf children in the public schools
5. specific event/ category	war	Vietnam War	Nixon's involvement in the Vietnam War
6. specific individuals	women executives	U.S. women executives	leadership characteristics of U.S. women executives

You will probably continue to narrow your topic as you progress throughout your research. Your interests and the library materials you find will help to determine the final focus of your paper. See Chapter 3 in your text Writing Research Papers for more information on choosing a topic.

Developing A Thesis Statement or Research Question

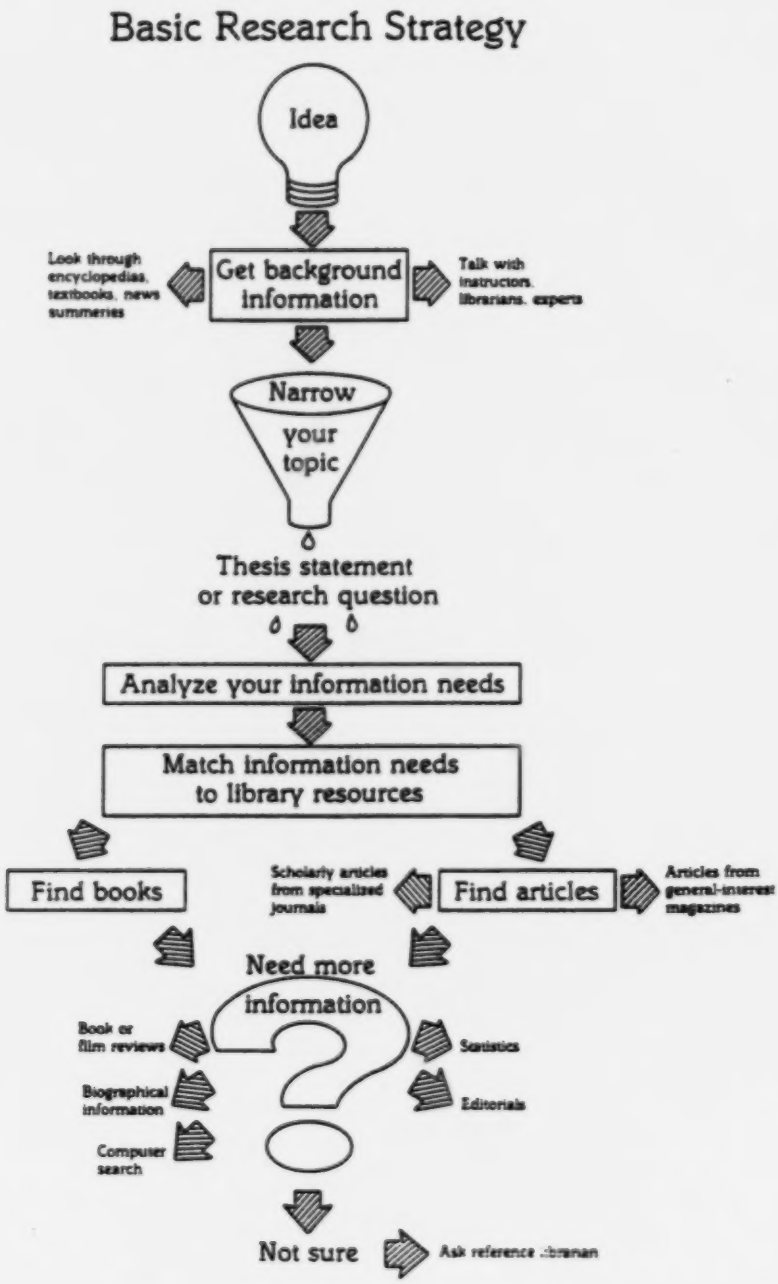
Once you have decided on a general topic and have found background information so that you can narrow your topic to a particular aspect, you will need to develop a thesis statement or pose a research question. This statement or question is what you will defend, explain, clarify, challenge, or support in your paper. Once you have specified this statement or question, your search for information will be easier, since you will know exactly what information and data you need to find.

Example of Developing a Research Question from a General Topic:

Food (general topic) → Food Cults (more restricted topic) → Vegetarianism (specific category of topic) → What are the nutritional and health advantages of vegetarianism?

Planning A Search Strategy

Once you have developed a thesis or research question, your next step is to look for information and keep a record of the sources that seem useful. This record of sources is your working bibliography. The search process you follow should include, at the minimum, looking for books and looking for magazine, journal, or newspaper articles. Here is an illustration of a typical search strategy that you might use.



Name_____ Section_____

Due Date_____

RESEARCH PAPER WORKSHEET - UNIT 2

Unit 2: Finding Background Information

Read the Basic Research Skills Guide #2 "Finding Background Information" (attached to this worksheet). Now you are ready to do the following:

1. Identify an appropriate subject encyclopedia, or other background information source from those listed on the Guide or in the Appendix of your text Writing Research Papers.

2. Find background information pertinent to your topic. If your first choice is not useful, try another source. If both your first and second attempts are unsuccessful, ask a librarian for help, since finding background information on some topics is more difficult than for others.

3. Record the bibliographic information for the source you used below. (Follow the cues under the lines, as they are structured to follow the M.L.A. style for bibliographies.)

_____. "_____."
author of article (if given) title of article in quotes

_____. _____. _____.
title of encyclopedia year, followed by abbreviation for edition, (for example: 1982, 1st ed.)

4. Is there a bibliography or list of further readings at the end of the article? _____yes _____ no.

5. If the information you have found is useful, make a bibliography card and note cards, if appropriate and if required by your instructor.

6. Based on what you've read so far, decide how you can restrict your topic. Remember: the Basic Research Skills Guide #1 suggests ideas for restricting topics:

   Restricted Topic _____

   _____

7. Thinking in terms of a question or statement your paper could answer, state the main point of your paper as a thesis statement or research question.

   Research question or thesis statement _____

   _____

Now that you have a narrower, more focused topic, you're ready to make some decisions that will guide you along your search strategy. Use the answers to the following questions to assist you in this process.

8. What subject discipline(s), such as education, business, history, etc. are likely to publish information about your topic?

_____

9. What kind of information do you need? (CHECK ALL THAT SEEM POSSIBLE.)

___ in-depth, lengthy treatment for the topic, such as books would provide
___ news accounts or public opinion
___ facts or statistics
___ reviews or criticism of books, films, or plays
___ biographical information

10. What should be the time frame of the information? (CHECK ALL THAT APPLY.)

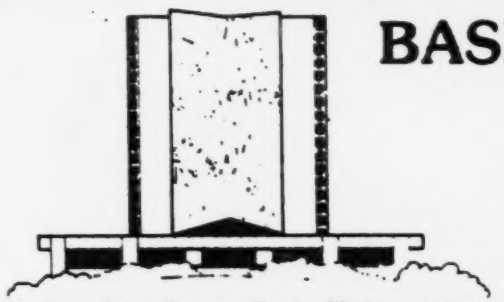
___ very recent information published within the last two years, like that found in periodicals
___ fairly recent information (i.e., published within the last 5 years)
___ information written at an earlier time, such as a newspaper account written in 1964 about the free speech movement in California; or medical information from the 1940's about the health effects of smoking

11. If your topic is a controversial one, such as abortion, drinking age, AIDS, school prayer, etc., how will you determine that the information you find represents more than one viewpoint?

_____

_____

BE SURE TO TALK WITH YOUR INSTRUCTOR OR A LIBRARIAN IF YOU HAVE TROUBLE DEVELOPING A RESEARCH QUESTION/THESIS STATEMENT!



BASIC RESEARCH SKILLS

#2 FINDING BACKGROUND INFORMATION

Bowling Green State University — Library and Learning Resources

This unit addresses the following questions:

1. Where can I find background information?
2. What is is useful for?

Background information, overviews, and summaries about your topics may be located in an encyclopedias, yearbooks, textbooks, and news summary sources. The information obtained from such sources will help you by providing:

- ideas for narrowing a topic
- related terms and concepts
- list of further readings

Specialized Encyclopedias

You have probably used such general, all-purpose encyclopedias as the Encyclopedia Americana or Collier's Encyclopedia. However, nearly every discipline has a specialized encyclopedia dedicated to reporting a body of knowledge for that discipline. Here's a selected list with the shelf numbers (call numbers) of specialized subject encyclopedias. These are all in the Reference collection. Always look for and use the separate "Index" volume. Pay attention to the publication dates in case the currency or lack of currency of the information in these encyclopedias is important to you.

HUMANITIES AND THE FINE ARTS

REF B 41 .E5 — Encyclopedia of Philosophy. 1964. 8 vols.

REF N 31 .E533 — Encyclopedia of World Art. 1964. 15 vols. plus "Supplement." Also contains articles on sculpture and architecture.

MUSIC REF ML 100 .N48 — New Grove's Dictionary of Music and Musicians. 1980. 20 vols. The most recent edition is located in the Music Library, 3rd floor. Music Library also has several one-volume encyclopedias on popular music.

REF PN 1993.45 .I5 — International Encyclopedia of Film. 1972. 1 vol. Use this to find information on the history of the film, general topics, and biographies.

SOCIAL SCIENCES

REF
QH 332
.E52

Encyclopedia of Bioethics. 1978. 4 vols.
Use this encyclopedia for ethical and moral information on such issues as test-tube babies, euthanasia, death, homosexuality, abortion, and so much more.

REF
HV 6017
.E52

Encyclopedia of Crime and Justice. 1983. 4 vols.
Excellent source for articles in the criminal justice field including child abuse, juvenile delinquency, family violence, prison reform, etc.

REF
RC 334
.I57

International Encyclopedia of Psychiatry, Psychology, Psychoanalysis and Neurology. 1977. 12 vols. plus 1983 "Progress" volume.
Useful for psychological aspects of such subjects as alcoholism, drug abuse, aging, homosexuality, death, etc.

REF
LB 15
.I569
1985

International Encyclopedia of Education. 1985. 10 vols.

REF
BF 1407
.E52
1984

Encyclopedia of Occultism and Parapsychology. 2nd ed. 1984. 3 vols.
Use this encyclopedia to find information on all aspects of occultism and parapsychology, such as demonology, poltergeists, witchcraft and ghosts.

REF
GV 567
.E49

Encyclopedia of Physical Education, Fitness and Sports. 1977-1981. 3 vols.

REF
BF 31
.E52
1984

Encyclopedia of Psychology. 1984. 4 vols.

SCIENCE AND TECHNOLOGY

REF
Q 121
.M3

McGraw-Hill Encyclopedia of Science and Technology. 1977. 15 vols.
The most recent edition is located in the Science Library along with other encyclopedias of the physical sciences and computer science.

More Recent Background Information: Yearbooks

Yearbooks are sources that summarize the previous year's events. Except for the last title, these are all shelved in the Reference Collection. Note the call numbers in the left column.

REF
AE 5
.E364

Britannica Book of the Year.
Includes articles on all aspects of society (e.g., health, sports, politics), plus special reports on significant topics, (e.g., prison reform, genetick research, nuclear energy, etc.).

REF
JK 1
.C66 — Congressional Quarterly Almanac.
Annual report of U.S. governmental action and politics. Consult CQ Weekly Report, described in the next section "News Summaries" for more current information.

REF
JN 1
.E85 — The Europa Year Book.
Background information and statistics about the social, political and economic conditions in foreign countries.

SCI
REF
Q 121
.M32x — McGraw-Hill Yearbook of Science and Technology.
Brief articles summarizing developments during recent years in various areas of scientific study. Yearbooks for 1976-1980 are kept in Jerome Library's Reference Collection.

News Summaries

News Summaries provide a detailed summary of current events, including controversial topics and popular issues.

REF
JK 1
.C15 — CQ Weekly Report.
A weekly summary of congressional and political activities.

REF
H 35
.E35 — Editorial Research Reports.
Excellent source for finding background information on subjects of current interest or controversy, or for getting paper topic ideas. Look for subject index in back of each volume.

REF
D 410
.F3 — Facts on File Yearbook.
Brief summaries of domestic and international events and issues. Very current, since it is issued bi-monthly.

Biographical Information

See a reference librarian if your topic is biographical. S/he will refer you to a list of sources which will aid you in your research.

**NOTE: If none of the above sources covers your topic, you can try

--one of the general encyclopedias (shelved at REF AE 5);
--the list of encyclopedias in the Appendix of your book Writing Research Papers;
--the reference librarian.

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Name_____ Section_____

Due Date_____

RESEARCH PAPER WORKSHEET - UNIT 3

Unit 3: Finding Books

Your objective is to locate the books available on your topic by:

- Familiarizing yourself with the use of the SUBJECT and AUTHOR/TITLE Catalogs as described in Basic Research Skills Guide #3, "Finding Books."
- Using the Library of Congress Subject Headings to find the subject terms used to list books on your topic in the SUBJECT catalog.
- Using the Location Guide taped on the ends of the card catalog cabinets to find where your books are shelved.
- Evaluating one book you have selected.

1. Read the Basic Research Skills Guide #3, "Finding Books." Then, based on the background reading you have already done on your topic and the key words in your thesis statement, list below any terms you think might be useful for finding books in the SUBJECT Catalog.

   TERMS

2. Although books on almost every subject are represented in the SUBJECT Catalog, the subject headings used in the catalog will often be different from the terms you use to describe your topic. Therefore, you must use the Library of Congress Subject Headings (big, red books located near SUBJECT Catalog and near the Reference/Information Desk).

   Look up the terms you listed above to find the subject headings that are most relevant for your paper.

   SUBJECT HEADINGS (from the Library of Congress Subject Headings)

3. Next, find in the SUBJECT Catalog the subject headings you listed above and fill in the following boxes (see sample on next page), using the information on the catalog card. (You may provide the same information on 3" x 5" working bibliography cards if your instructor wishes.)

Indicate the call number DU 627.5 .B44 1984

Fill in the following blanks:

Bell, Roger J. Last among equals: Hawaiian statehood and American politics.
author of book (last name, first name, middle initial) title of book (underline it)

Honolulu, University of Hawaii Press. 1984.
place of publication publisher year published

Indicate the call number _____

Fill in the following blanks:

_____, _____. _____.
author of book (last name, first name, middle initial) title of book (underline it)

_____: _____. _____.
place of publication publisher year published

Indicate the call number _____

Fill in the following blanks:

_____, _____. _____.
author of book (last name, first name, middle initial) title of book (underline it)

_____: _____. _____.
place of publication publisher year published

Indicate the call number _____

Fill in the following blanks:

_____, _____. _____.
author of book (last name, first name, middle initial) title of book (underline it)

_____: _____. _____.
place of publication publisher year published

4. While this exercise required you to find only three books, you will want to make note of other potentially useful books that you find while using the SUBJECT Catalog.

5. Use the LOCATION GUIDE taped on the ends of some of the catalog cabinets to find the floor numbers for the books you listed in #3. Add the floor numbers in the boxes above or on your working bibliography cards.

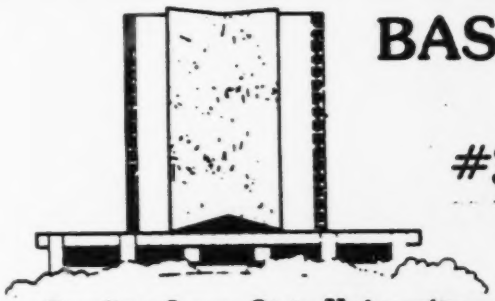
6. Once you have located these books, read the introduction or table of contents of one book. Is this book useful or appropriate for your topic?

_____ Useful _____ Not useful _____ Certain parts are useful

Also check the publication date. Dates can be critical for topics of a current, scientific or controversial nature. Finally, the publication date makes a difference on the treatment of a historical topic. For example, an article written by an eyewitness of the Iranian hostage crisis could be very different from an article written several years after the event. Is the date important for your topic?

_____ Yes _____ No _____ Maybe

While these questions are only some examples of how to evaluate a book, you should evaluate all the books you locate on their usefulness for your topic. Your text Writing Research Papers (pp. 49-51) has more information on how to evaluate the materials you have gathered.



BASIC RESEARCH SKILLS

#3 FINDING BOOKS

Bowling Green State University — Library and Learning Resources

This unit will address the following questions:

1. What material will the main card catalog lead me to?
2. How do I know the subject terms to search by in the SUBJECT CATALOG?
3. How do I use the card catalog?
4. Where do I find the books that I identify in the card catalog?

How Libraries Organize Books

Have you ever wondered how books are organized on the shelves? By size of book? By date of publication? By the author's last name? By the general subject(s) of the material? If you answered "yes" to the last question, you are basically correct. Jerome Library, like most college and university libraries, organizes its material so that books on the subject will be grouped together. However, because Jerome Library has used two different classification systems over the years, there are usually two separate locations for books on a particular topic. The call number on the catalog card and spine of the book represents the subject matter of a particular book.

Some students think that it's possible to go to one location and browse in order to find all the books on a subject. Not only does that method take more time, but it would be faulty, since there may be more than one location. So, what is the best method for identifying books on a particular subject?

Finding Books by Subject: Subject Card Catalog

Card catalogs simplify the task of finding a particular book among the nearly one million volumes shelved in our two libraries.

The main card catalog is divided into two sections -- the AUTHOR/TITLE and the SUBJECT Catalog. Most all the books and microforms located in both Jerome Library and the Science Library are represented by cards in the card catalog. However, the following materials are not included: most government documents. ERIC educational reports, corporation annual and financial reports, audio-visual media, children's literature, magazine articles, and sound recordings. Separate catalogs and indexes are available to locate these materials.

When you are searching for material on a particular subject you would use the SUBJECT section of the card catalog. Sometimes your words for a particular topic will match the subject headings used in the SUBJECT Catalog, but other times you may not find such a match. For example:

Your Topic	Subject Headings Used in Subject Catalog	Match
causes of child abuse	Child abuse	Yes
battered women	Abused wives	No
nuclear arms freeze	Atomic weapons and disarmanent	No
Henry Kissenger	Kissenger, Henry	Yes
test tube babies	Artificial insemination, human	No

When the language you use to describe a subject of interest does not match that used in the SUBJECT Catalog, you need to consult the Library of Congress Subject Headings books. This two-volume source lists the subject headings used in the SUBJECT Catalog, as well as suggests related subject headings.

How To Use The *Library of Congress Subject Headings*

1. Look up your word or phrase. If you find it printed in light-face type, look for the cross-reference on the next line following "See." Then, turn to that word or phrase.

Nuclear warfare
See Atomic warfare
Nuclear warships
See Atomic warships

2. You will notice the word or phrase is printed in darker print, indicating that it is used as a subject heading. In this example "Atomic warfare" will appear in the subject catalog, if our Library has books on this subject.

3. Also listed are cross-references to related subject headings. Words or phrases following "sa" or "xx" are related subject headings that may be used in the subject catalog.

4. However, the symbol "x" identifies synonymous terms that are not used as subject headings. Therefore, you would not look in the catalog for "CBR warfare" or "nuclear warfare."

Atomic warfare
sa Air warfare
Art and atomic warfare
Atomic bomb
Atomic weapons
Dropshot Plan
Hydrogen bomb
x CBR warfare
Nuclear warfare
xx Air warfare
Bombardment
Military art and science
Strategy
Tactics
War
— Moral and religious aspects

5. Note the subdivisions used after the subject heading. For example, if you are looking for books on the moral aspects of atomic warfare, you would look in the catalog for "Atomic warfare--Moral and religious aspects."

Subdivisions of Subject Headings

Some subdivisions indicate form of materials:

EDUCATION--BIBLIOGRAPHY
EDUCATION--DICTIONARIES

Others indicate content:

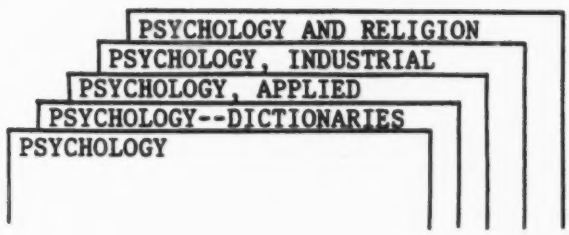
ITALY--DESCRIPTION AND TRAVEL
ITALY--POLITICS AND GOVERNMENT

And some subdivisions will arrange material in chronological order:

UNITED STATES--HISTORY--COLONIAL PERIOD
UNITED STATES--HISTORY--CIVIL WAR
UNITED STATES--HISTORY--TWENTIETH CENTURY

Arrangement of Cards in the Subject Catalog

The filing practices for cards in the SUBJECT catalog are rather complicated. In fact, you may not find the subject heading you want if you don't look carefully. Study this example and note:



1. Subject headings that have commas come after those with dashes.

2. Phrases (i.e., PSYCHOLOGY AND RELIGION) come after everything else.

Other Ways To Find Books About Your Topic

You may find the following suggestions helpful:

1. Use the bibliographies at the end of encyclopedia articles to obtain the author or title of books. Check in the AUTHOR/TITLE Catalog to determine if we have them.

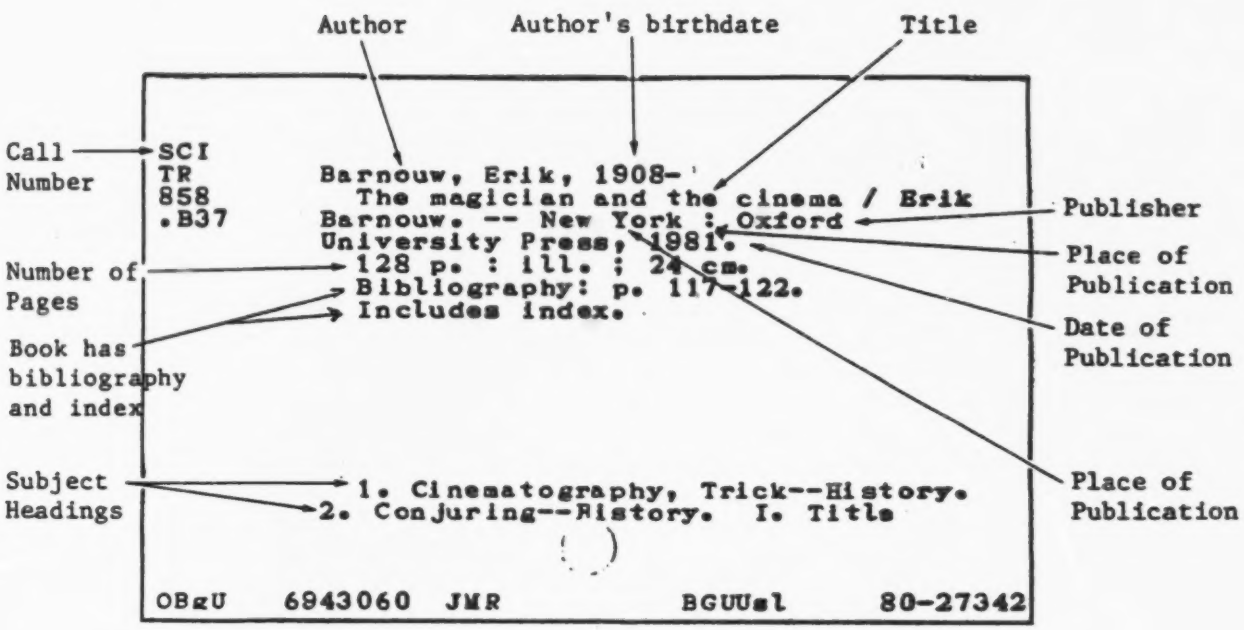
2. Use the footnotes and bibliographies in books you found from the SUBJECT Catalog to identify authors and titles of pertinent books.

3. Consult with the reference librarian to determine if your strategy for locating books is adequate.

What Catalog Cards Tell You About Books

You can make some decisions about the potential value of a book just by carefully reading the catalog card. For example, publication date can help you decide if the information is too old, or, perhaps, just old enough, if you're looking for opinions or knowledge about a topic at a particular point in time.

Study the following example to make sure you understand what the various elements mean.



Questions:

1. Could you use this book to identify other sources on this topic?

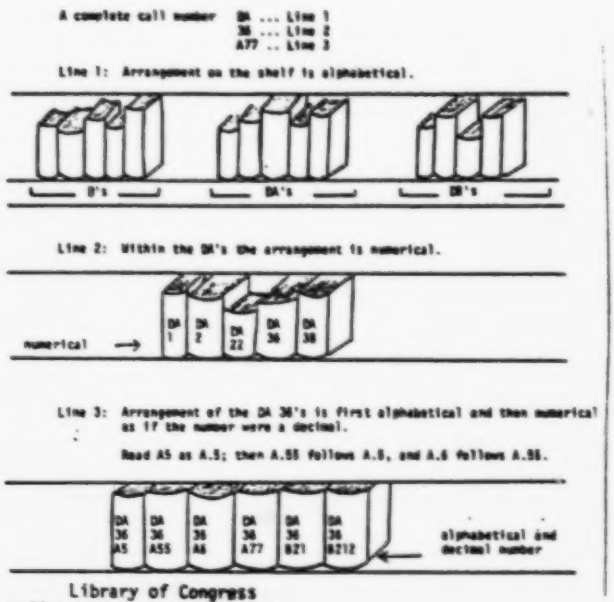
2. If you needed some pictures of trick cinematography, would this book be useful?

Answers: 1. Yes, because it has a five page bibliography.
2. Yes, because there are illustrations ("ill. = illustrations).

Finding Books On The Shelf

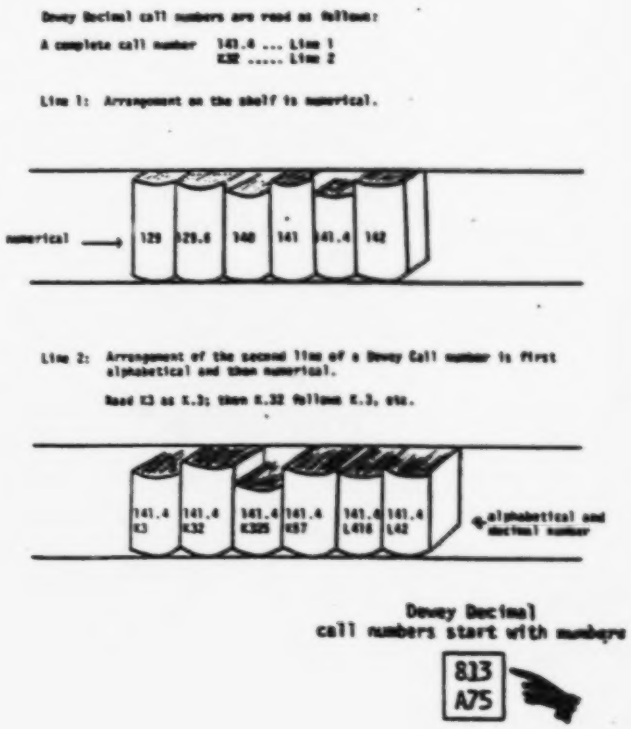
Once you have written down the complete call number for books you are interested in, go to the LOCATION GUIDE taped on the ends of the catalog cabinets. Determine which floor to go to by noting if the top line of the call number begins with letters or numbers. If it begins with letters, note whether they are special-location abbreviations or Library of Congress classification letters.

Next go to the designated floor and look for the call number on the shelf. The following illustrates the way books are shelved for both the Library of Congress system and the Dewey system.


A complete call number DA ... Line 1
36 ... Line 2
A77 .. Line 3
Line 1: Arrangement on the shelf is alphabetical.
B's
DA's
DB's
Line 2: Within the DA's the arrangement is numerical.
numerical
DA 1
DA 2
DA 22
DA 36
DA 38
Line 3: Arrangement of the DA 36's is first alphabetical and then numerical as if the number were a decimal.
Read A5 as A.5; then A.55 follows A.5, and A.6 follows A.55.
DA 36 A5
DA 36 A55
DA 36 A6
DA 36 A77
DA 36 B21
DA 36 B212
alphabetical and decimal number

Library of Congress call numbers start with *letters*

BD
452
S45



Dewey Decimal call numbers start with *numbers*

813
A75

If The Book Is Not On The Shelf

- Make sure you copied down the complete call number.
- Make sure you're looking in the correct location.
- Ask at the circulation counter to see if the book is checked out. You may have time to place a hold on it, if it's checked out.

Name_____ Section_____

Due Date_____

RESEARCH PAPER WORKSHEET - UNIT 4

Unit 4: Finding Articles in Periodicals

Your objective is to locate articles on your subject by:

- Choosing at least two indexes which cover your topic from among those listed in the Basic Research Skills Guide #4, "Finding Articles in Periodicals."
- Using the indexes to get the information you need to find articles, including the full title of the journals, the dates, and page numbers.
- Determining if the library owns the desired periodicals and, if so, where they are located.
- Evaluating journal articles.

1. Read Basic Research Skills Guide #4, "Finding Articles in Periodicals." From the list on the last pages of this guide, choose at least two indexes that seem relevant to your topic. Write the titles of the indexes used below. Do not use both Readers' Guide to Periodical Literature and Magazine Index.

   INDEXES USED

2. Look through at least two years of each index you select to find articles on your topic. If you can't find the subject term to describe your topic, try the same ones you used in the SUBJECT Catalog. If you find fewer than a total of four articles, look through more years of the indexes, try a different index, or discuss your problem with the reference librarian.

3. Use the information provided in the indexes to fill in the blanks in the following boxes. (You may provide the same information on 3" x 5" working bibliography cards, if your instructor wishes.) As you are completing the boxes or cards you will be preparing your bibliography in the MLA (Modern Languages Association) style which you will be using for your paper. Instructions and samples on how to form a bibliography are available in your text Writing Research Papers (pp. 118-131) or the MLA Handbook for Writers of Research Papers. (A copy of the latter is available at the Reference/ Information Desk.) Following is a sample for a journal article.

Humanities Index : 6 (1979-1980). 203
name of abstract or index | volume number | (year) | page no.

Find a citation for an article on your topic and fill in the following blanks:

Sprague, Clare. "Dialectic and Counter-Dialectic in the Martha Quest Novels."
author of article(if given) (last name,first,middle initial) | title of article (in quotes)

Journal of Commonwealth Literature. 14(1979): 39-52.
name of periodical (underline it) | (Check the MLA Handbook for format) | page numbers

_____ : _____ ( ). _____
name of abstract or index | volume number | (year) | page no.

Find a citation for an article on your topic and fill in the following blanks:

_____." _____."
author of article(if given) (last name,first,middle initial) | title of article (in quotes)

_____. _____.
name of periodical (underline it) | (Check the MLA Handbook for format) | page numbers

_____ : _____ ( ). _____
name of abstract or index | volume number | (year) | page no.

Find a citation for an article on your topic and fill in the following blanks:

_____." _____."
author of article(if given) (last name,first,middle initial) | title of article (in quotes)

_____. _____.
name of periodical (underline it) | (Check the MLA Handbook for format) | page numbers

_____ : _____ ( ). _____.
name of abstract or index | volume number | (year) | page no.

Find a citation for an article on your topic and fill in the following blanks:

_____." _____."
author of article(if given) (last name,first,middle initial) | title of article (in quotes)

_____. _____.
name of periodical (underline it) | (Check the MLA Handbook for format) | page numbers

_____:_____( ). _____.
name of abstract or index volume number (year) page no.

Find a citation for an article on your topic and fill in the following blanks:

_____."_____."
author of article(if given) title of article (in quotes)
(last name,first,middle initial)

_____._____.
name of periodical (underline it) (Check the MLA Handbook for page numbers format)

4. Use the Periodicals List to determine if the four articles you listed are owned by the libraries. If available, indicate the library location in the boxes above or on your working bibliography cards. If not available, indicate this in the boxes or on your cards.

   REMEMBER: Some of our periodicals are available on microform or both paper and microform. The Periodicals List provides this information.

5. Find and read one of the articles that you have selected. Is the article appropriate for your topic?

   _____ Appropriate _____ Not appropriate

   Is the article written for a general audience or specific audience?

   _____ General audience _____ Specific audience

   Remember - Articles in magazines such as Good Housekeeping, Time or Sports Illustrated may not be sufficiently scholarly to use as your only periodical sources.

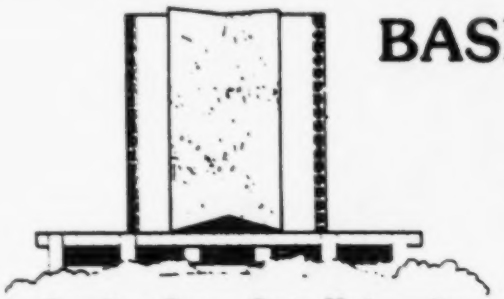
   If you need more information on how to evaluate the materials, read pages 49-51 in your text Writing Research Papers.

6. While this unit required you to find only four articles, you will want to make note of other potentially useful articles that you find when using the periodical indexes.

7. What other types of information do you still need? Review the diagram "Basic Research Strategy" in Guide #1 for ideas.

   _____

   _____



BASIC RESEARCH SKILLS

#4 FINDING ARTICLES IN PERIODICALS

Bowling Green State University — Library and Learning Resources

This unit addresses the following questions:

1. What are periodicals and why use them?
2. What are periodical indexes and how do I use them?
3. How do I find particular periodicals in the library?

Why Use Periodicals

The term "periodical" is used to refer to materials that are published periodically (that is, daily, weekly, bi-monthly, or quarterly). Other terms used to describe such periodicals are: "magazines" "journals" and newspapers".

The term "magazine" is usually used to describe general circulation, popular publications that cover topics of interest to the general public. Sports Illustrated, Cosmopolitan and New Yorker are magazines.

Whereas, the term "journal" usually refers to scholarly or professional publications which contain detailed discussions on specialized topics. Research Quarterly, Black Scholar and Human Behavior are journals.

Periodicals are important in research because they:

*provide latest developments in a field

*offer different and sometimes controversial points of view

*often carry subjects too new to be covered by books

*provide very focused information on particular aspects of a subject

*provide a contemporary view of events, whether of an earlier time period or a current one

How To Find Articles By Subject: Periodical Indexes

Just as the card catalog serves as an index for the books in the library, periodical indexes are used to find articles in magazines. Periodical indexes serve as a link between periodicals and researchers or students who want to locate articles in magazines. In other words, periodicals indexes tell you which magazines have articles on your topic.

There is no one universal index to all periodical articles. Rather, each field of study has its own specialized index to particular periodicals.

Sometimes you may wish to use several indexes to find articles from different perspectives on a particular topic. For example, in dealing with the issue of child abuse you may want to find articles on

sociological aspects. . . . . so you'd try Social Science Index
moral implications. . . . . so you'd try Humanities Index
legal or governmental initiatives . . so you'd try Public Affairs Information Service or Newspaper Index
public attitudes . . . . . so you'd try Magazine Index or Reader's Guide to Periodical Literature

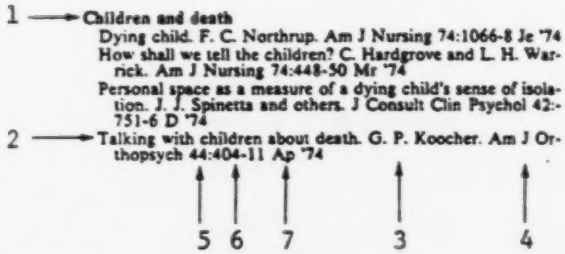
The list on the last 2 pages briefly describes a selection of periodical indexes for a variety of fields. For additional periodical indexes check the Appendix in your book Writing Research Papers or ask a librarian.

How To Use Periodical Indexes To Find Articles

1. Select a periodical index that is likely to list articles on your topic.

2. Find your topic in the alphabetical arrangement of the index. Pay attention to "see" and "see also" instructions.

3. Once you've found a title of an article that looks promising, write down the complete periodical title volume number, pages of article and date of periodical. Here's an example from the Social Sciences Index:


1
Children and death
Dying child. F. C. Northrup. Am J Nursing 74:1066-8 Je '74
How shall we tell the children? C. Hardgrove and L. H. Warrick. Am J Nursing 74:448-50 Mr '74
Personal space as a measure of a dying child's sense of isolation. J. J. Spinetta and others. J Consult Clin Psychol 42:751-6 D '74
2
Talking with children about death. G. P. Koocher. Am J Orthopsych 44:404-11 Ap '74
5 6 7 3 4

Key

1. Subject heading
2. Title of article
3. Author of article
4. Abbreviated title of periodical
5. Volume number of periodical
6. Pages on which article appears
7. Date (month and year) of periodical

4. Now you're ready to determine if BGSU Libraries has the issue of the periodical you want.

Does The Library Own The Periodical You Want?

To find out if the BGSU Libraries have the periodical you need, you should use the PERIODICALS LIST. The PERIODICALS LIST is an alphabetical listing by title, of all the periodicals owned by the libraries and where they are located. It is located on tables near the Reference Desk and near the Periodicals Desk. If you have difficulty using the Periodicals List, please ask for

Periodical Indexes: A Selection

Check Master List of Indexes posted on beige panels at either end of Index Area for exact location of these indexes.

GENERAL INDEXES

INDEX AREA (Viewing Screen)

Magazine Index.* Latest five years.
Start here for recent articles on topics of general interest in popular magazines. Alhough you will be able to use articles found here as a starting point, you will usually need to use a specialized index to find more professional or scholarly articles.

INDEX AREA

Readers' Guide to Periodical Literature. 1900 to date.
Use this index for articles on almost any subject from general interest magazines. Note that this index dates back in time so you could look for information about an event or topic at the time it occurred. Although you will be able to use articles found here as a starting point, you will usually need to use a specialized index to find more professional or scholarly articles.

INDEX AREA (Viewing Screen)

National Newspaper Index.* Latest 4 years.
In machine format, this indexes by subject the last 4 years of the New York Times, Los Angeles Times, Christian Science Monitor, the Washington Post, and the Wall Street Journal.

SUBJECT INDEXES

HUMANITIES

INDEX AREA

Humanities Index. 1974 to date.
Use this index for information on archaeology, classics, folklore, history, language and literature, performing arts, philosophy, and religion. (Before 1974 this was called Social Sciences and Humanities Index and prior to that International Index.)

INDEX AREA

Art Index. 1929 to date.
Articles indexed here cover photography and films, architecture, city planning, fine arts, graphic arts, and design.

Music Library 3rd floor

Music Index. 1949 to date.
Look in this index for articles on popular music, dance, jazz, classical music, radio and television, as well as the business aspects of the music industry.

*Titles with an asterisk (*) can be searched by computer, in addition to many other databases not listed here. For more information about computer search services, consult with a librarian.

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SOCIAL SCIENCES

INDEX AREA — Social Sciences Index. 1974 to date.
This is a good starting place for articles on anthropology, psychology, public administration, sociology, and related fields. (Before 1974, this was called Social Sciences and Humanities Index and prior to that International Index).

INDEX AREA — Public Affairs Information Service Bulletin.* (P.A.I.S.) 1915 to date.
This list of articles, pamphlets, and books deals with economic and social conditions, public policy issues, politics, and international relations. For example, you can use it to find information on the legal aspects of issues like abortion, divorce, or child abuse.

INDEX AREA (Viewing Screen) — Business Index. Latest 5 years.
In machine format, this provides subject access to hundreds of business periodicals as well as the Wall Street Journal.

INDEX AREA — Business Periodicals Index. 1958 to date.
This index is useful for finding articles about business and industries, computer technology, advertising, and business aspects of other subjects.

INDEX AREA — Education Index. 1929 to date.
For material relating to children or to education, this index can be quite helpful. Some examples of subjects covered are busing, child abuse, teenage pregnancy, adoption, and intelligence.

SCIENCE

(Science Library--SCI REF carrels) — General Science Index. 1978 to date.
This index covers most of the basic journals in astronomy, biology, chemistry, earth science, environment and conservation, food and nutrition, medicine and health and physics.

(Science Library--SCI REF carrels) — Applied Science and Technology Index. 1958 to date.
This publication lists fairly technical articles on aspects of physics, chemistry, geology, and other industrial and mechanical arts, including the textile industry, computers and the food industry.

BOWLING GREEN STATE UNIVERSITY

ENG 112

STUDENT QUESTIONNAIRE

The library staff would like to get your opinion about your experience doing the green Research Paper Worksheet and looking for information for your paper topic. Please answer the following questions.

1. The Research Paper Worksheet was:
(Circle the number that most closely indicates your assessment)

helpful for finding material on my topic	5	4	3	2	1	not helpful for finding material on my topic
well organized	5	4	3	2	1	poorly organized
too simple or elementary	5	4	3	2	1	too complicated
clear	5	4	3	2	1	confusing

2. Was this the first time you used the reference books listed in the Basic Research Skills Guides?

____ yes....most of the sources listed were new to me
____ yes....some of the sources listed were new to me
____ no....used most of them before

3. Would you recommend the Research Paper Worksheet to a friend who is researching a term paper topic?

____ yes

____ no

____ yes, if _____

4. Did you encounter any problems in looking for and/or finding information in the library for your topic?

____ yes. Please explain _____

_____

____ no.

5. Did you get assistance at ____ the Reference Desk?

____ the ENG 112 Research Paper Assistance Desk?

____ didn't ask for assistance from library staff. (Go to Question #8)

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over →

6. If you asked for assistance at the Reference Desk, how would you rate the quality of the assistance provided?
(Circle the number that most closely indicates your assessment)

helpful	5	4	3	2	1	not helpful
courteous	5	4	3	2	1	discourteous

7. If you asked for assistance at the ENG 112 Research Paper Assistance Desk, how would you rate the quality of the assistance provided?
(Circle the number that most closely indicates your assessment)

helpful	5	4	3	2	1	not helpful
courteous	5	4	3	2	1	discourteous

8. Do you have any suggestions or comments to make about the Research Paper Worksheet or using the library?

_____

_____

_____

9. What is your level at BGSU?

____ Freshman ____ Junior

____ Sophomore ____ Senior

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BOWLING GREEN STATE UNIVERSITY

Jerome Library

ENG 112 - Faculty Questionnaire

Since this is the first spring semester that our revised library research materials were used, we'd like to obtain attitudinal data from ENG 112 faculty and a sample of students. Please take 10 minutes to complete this questionnaire. Your comments are greatly appreciated and so helpful to us in subsequent revisions.

1. The Self-Guided Tour With Questions seemed effective in orienting students to basic resources in the library.

   _____ Yes _____ No _____ Don't Know

   Comments about the Self-Guided Tour: _____

   _____

2. Assumption: The purpose of the green Research Paper Worksheet and accompanying Basic Research Skills Guides is to provide students with experience using a variety of information-sources, and to encourage them to use such a variety for their library research paper. Please indicate your opinion about the effectiveness of the Worksheet exercises to meet this purpose.

Extremely Effective	Effective	Slightly Effective	Not Effective	No Opinion
_____	_____	_____	_____	_____

3. As far as you know, your students received adequate assistance at the Reference Desk or the ENG 112 Research Paper Assistance Desk.

   _____ Yes _____ No

4. Do you think the ENG 112 Research Paper Assistance Desk should be offered on a regular basis?

   _____ Yes _____ No _____ Yes, if _____

5. Any other suggestions or comments?

   _____

   _____

   _____

FOLD THIS IN HALF, STAPLE AND MAIL - IT IS ALREADY ADDRESSED

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ENG 112 - Research Paper

LIBRARY SEARCH LOG

NAME _____ SECTION _____

TOPIC _____

Directions: You will use this search log every time you look for information for your research paper. You will need to bring to the library and read the green "Research Paper Worksheet" and the "Basic Library Skills Guides" prepared by the library staff. As you progress through the steps on the green worksheet, record your answers and results on this search log, instead of on the green worksheet. This search log goes beyond the requirements of the green worksheets, since you will continue to list the sources of information you consulted until you find enough information for your paper.

Be specific in completing this log. List all types of resources you consult while doing library research; such as an instructor, the card catalog, the Magazine Index, the librarian, etc. Please identify any problems you encounter and the results of each step of your search process. That means you should provide the full references for the relevant books and articles you find. The maximum number of titles to list on this log is 6 books and 8 articles. Don't worry if you don't find that many for your topic, since these are suggested maximums.

Note the following example which traces part of the research process:

DATE

2/2/85

SOURCE USED: Used the Encyclopedia of the Social Sciences.

RESULTS/PROBLEMS: Found a long article "Suicide," which gave me many theories and characteristics of suidical persons. But nothing specific on teenage suicide.

2/4/85

SOURCE USED: Used the card catalog, looking under "Suicide."

RESULTS/PROBLEMS: Found 10 books which seem useful.

1. Durkhein, Emile. Suicide, a Study in Sociology. Glencoe, IL: Free Press, 1951.

2. Davis, Patricia A. Suicidal Adolescents. Springfield, IL: C.C. Thomas, 1983.

3. Farmer, Richard. The Suicide Syndrome. London: Crom Helm, 1980.

etc.

Went to the first and eighth floors to find the books. Only 5 of the 10 were on the shelves. Only a couple of these seem useful for my topic.

BEGIN HERE →

SOURCE USED:

RESULTS/PROBLEMS:

SOURCE USED:

RESULTS/PROBLEMS:

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(Use back and attach other sheets as necessary)

We would like to learn more about how your students follow the search strategy process that they're introduced to with the library's Basic Research Skills packet. Please assist us with this study by doing the following:

1. Distribute the Research Log Sheet to the students as soon as you assign the research paper.

2. Tell them you want to see a record of all the information resources they use, including the useful and the useless leads and sources.

3. Suggest to them that they may want to record their search steps in a separate notebook or blue book, instead of on the Research Log sheet.

4. Tell them they are to turn in the research log with the research paper--first draft, if you require one; otherwise with the final copy.

5. Once you have graded the research paper, notify Bonnie Gratch or Charlene York, 372-2362. Someone will pick-up the papers and research log. The papers will be photocopied and returned the same day. We will keep the research log for analysis. Our findings will be shared with you.

Should you have any questions, please call either one of us at 372-2362. Thanks so much.

May 28, 1985

TO: Reference Desk Librarians

FROM: Bonnie

SUBJ: ENG 112 Special Assistance Desk

Charlene and I have obtained quite a lot of responses from ENG 112 instructors, and students about last semester's library assignments. In trying to complete the picture, we'd like to obtain your responses to the following questions:

1. Do you think a separate service desk is desirable to assist ENG 112 students?

   ____YES

   ____NO, because _____

2. What are your thoughts about using ENG 112 instructors to help staff a separate desk?

3. What problems did you encounter that you think can be corrected regarding the ENG 112 research paper assignment?

4. Other comments?